



Calhoun School District

125 Herlong Ave
St. Matthews, South

| | | |
|-----------------------|--------------------|--------------|
| Grades | PK-12 District | |
| Enrollment | 1,723 Students | |
| Superintendent | Dr. Steve Wilson | 803-655-7310 |
| Board Chair | Mrs. Joyce Parrish | 803-655-5365 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|-------------------|
| 2011 | Good | Excellent* |
| 2010 | Average | Average |
| 2009 | Below Average | At-Risk |
| 2008 | Average | Excellent |
| 2007 | Average | Average |

* The District's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

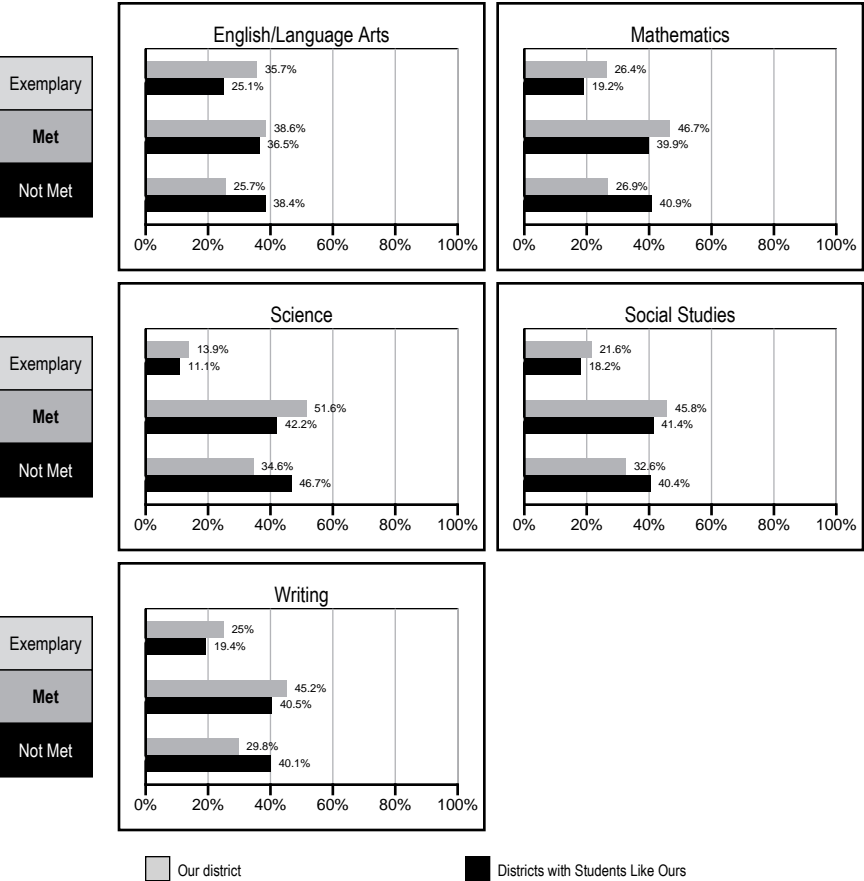
97.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 3 | 9 | 2 | 5 |

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

| | Our District | | | Districts with Students Like Ours | | |
|----------------------|--------------|-------|-------|-----------------------------------|-------|-------|
| Percent | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| Passed both subtests | 69.9% | 73.6% | 77.4% | 63.0% | 65.6% | 67.1% |
| Passed one subtest | 15.5% | 16.5% | 18.3% | 18.9% | 17.9% | 17.9% |
| Passed no subtests | 14.6% | 9.9% | 4.3% | 18.1% | 16.4% | 15.0% |

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our District | Districts with Students Like Ours |
|---|--------------|-----------------------------------|
| Algebra 1/Math for the Technologies 2 | 91.2% | 71.5% |
| English 1 | 79.3% | 56.8% |
| Biology 1/Applied Biology 2 | 50.4% | 48.7% |
| Physical Science | 30.5% | 43.3% |
| US History and the Constitution | 33.9% | 27.3% |
| All Subjects | 60.7% | 49.9% |

Four-Year Cohort Graduation Rate

| | Our District | | Districts with Students Like Ours | |
|--|--------------|-------|-----------------------------------|-------|
| | 2010* | 2011 | 2010 | 2011 |
| Number of Students in Four-Year Cohort | 124 | 108 | 238 | 205 |
| Number of Graduates in Cohort | 100 | 92 | 161 | 146 |
| Rate | 80.6% | 85.2% | 69.7% | 73.8% |

*Used to calculate current AYP.

Five-Year Graduation Rate

| | Our District | | Districts with Students Like Ours | |
|-------------------------------|--------------|-------|-----------------------------------|-------|
| | 2010 | 2011 | 2010 | 2011 |
| Number of Students in Cohort | N/A | 124 | N/A | 218 |
| Number of Graduates in Cohort | N/A | 101 | N/A | 154 |
| Rate | N/A | 81.5% | N/A | 72.8% |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

| | Our District | Change from Last Year | Districts with Students Like Ours | Median District |
|--|--------------|-----------------------|-----------------------------------|-----------------|
| Students (n=1,723) | | | | |
| First graders who attended full-day kindergarten | 87.3% | Down from 91.4% | 100.0% | 99.6% |
| Retention rate | 2.7% | Up from 1.1% | 3.0% | 2.3% |
| Attendance rate | 96.8% | Up from 96.1% | 96.1% | 95.8% |
| Served by gifted and talented program | 10.0% | Up from 5.5% | 9.0% | 14.0% |
| With disabilities other than speech | 6.2% | Down from 9.2% | 7.8% | 7.4% |
| Older than usual for grade | 4.4% | Down from 5.6% | 4.0% | 3.0% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 3.5% | Down from 12.4% | 0.4% | 0.5% |
| Enrolled in AP/IB programs | 51.0% | Up from 0.0% | 3.8% | 12.2% |
| Successful on AP/IB exams | N/A | N/A | 17.8% | 52.9% |
| Eligible for LIFE Scholarship | 28.9% | Up from 23.3% | 28.2% | 30.3% |
| Enrolled in adult education GED or diploma programs | 9 | Down from 11 | 35 | 66 |
| Completions in adult education GED or diploma programs | 3 | Down from 7 | 23 | 35 |
| Annual dropout rate | 1.1% | Up from 1.0% | 2.3% | 2.8% |
| Teachers (n=119) | | | | |
| Teachers with advanced degrees | 59.7% | Up from 59.1% | 58.5% | 61.2% |
| Continuing contract teachers | 89.9% | Up from 84.3% | 80.5% | 85.6% |
| Teachers returning from previous year | 90.3% | Up from 87.7% | 87.4% | 90.3% |
| Teacher attendance rate | 95.8% | Up from 93.8% | 94.4% | 95.2% |
| Average teacher salary* | \$46,483 | Down 2.1% | \$43,823 | \$46,166 |
| Vacancies for more than nine weeks | 0.8% | Down from 3.1% | 0.2% | 0.0% |
| Professional development days/teacher | 8.9 days | Up from 8.3 days | 12.5 days | 12.2 days |
| District | | | | |
| Superintendent's years at district | 1.0 | Down from 4.0 | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 14.6 to 1 | Down from 16.8 to 1 | 19.5 to 1 | 21.7 to 1 |
| Prime instructional time | 91.8% | Up from 88.5% | 89.5% | 90.1% |
| Dollars spent per pupil** | \$11,506 | Down 5.2% | \$10,517 | \$9,140 |
| Percent of expenditures for teacher salaries** | 51.7% | Up from 50.8% | 48.5% | 53.5% |
| Percent of expenditures for instruction** | 55.0% | Up from 52.8% | 51.8% | 56.5% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| Number of schools | 3 | No Change | 5 | 9 |
| Number of magnet schools | 0 | No Change | 0 | 0 |
| Portable classrooms | 0.0% | No Change | 0.4% | 1.4% |
| Average age in years of school facilities | N/A | N/A | N/A | N/A |
| Number of schools with SACS accreditation | 3.0 | No Change | 5.0 | 8.0 |
| Parents attending conferences | 84.1% | Up from 70.9% | 96.0% | 96.6% |
| Average administrator salary | \$80,395 | Down 5.2% | \$74,175 | \$78,000 |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

| | HSAP Passage Rate by Spring 2011 | | End of Course Tests Passage Rate | | On-time Graduation Rate, 2010 For AYP | | |
|------------------------------|----------------------------------|-------|----------------------------------|-------|---------------------------------------|-------|-------------------|
| | n | % | t | % | n | % | Met AYP Objective |
| All Students | 106 | 90.6% | 578 | 60.7% | 124 | 80.6% | Yes |
| Gender | | | | | | | |
| Male | 48 | 87.5% | 259 | 55.2% | 67 | 77.6% | N/A |
| Female | 58 | 93.1% | 312 | 65.4% | 57 | 84.2% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 13 | 92.3% | 109 | 77.1% | 20 | 65.0% | N/A |
| African American | 93 | 90.3% | 448 | 56.3% | 103 | 84.5% | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | 14 | 78.6% | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Disabled | N/A | N/A | 36 | 16.7% | N/A | N/A | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | 10 | 90.0% | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 96 | 89.6% | 495 | 57.8% | 105 | 79.0% | N/A |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2011

| | Our District | Districts with Students Like Ours |
|---------|--------------|-----------------------------------|
| Percent | 90.6% | 87.5% |

College Admissions Tests

| SAT | Critical Reading | | Math | | Writing | | Total | | | |
|----------|------------------|------|------|------|---------|------|---------|------|-------|------|
| | 2010 | 2011 | 2010 | 2011 | 2010 | 2011 | 2010 | 2011 | | |
| District | 416 | 407 | 427 | 413 | 404 | 403 | 1246 | 1222 | | |
| State | 481 | 479 | 495 | 489 | 463 | 459 | 1438 | 1427 | | |
| Nation | 497 | 494 | 510 | 506 | 486 | 483 | 1493 | 1483 | | |
| ACT | English | | Math | | Reading | | Science | | Total | |
| | 2010 | 2011 | 2010 | 2011 | 2010 | 2011 | 2010 | 2011 | 2010 | 2011 |
| District | 16.0 | 15.1 | 17.8 | 17.5 | 16.6 | 17.6 | 17.4 | 17.4 | 17.1 | 17.0 |
| State | 18.8 | 19.0 | 20.0 | 20.1 | 19.7 | 20.0 | 19.9 | 19.9 | 19.7 | 19.9 |
| Nation | 20.5 | 20.6 | 21.0 | 21.1 | 21.3 | 21.3 | 20.9 | 20.9 | 21.0 | 21.1 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School District Governance

| | |
|--|---|
| Board Membership | 5 trustees elected to single-member seats |
| Fiscal Authority | County Council |
| Average Number of Hours of Training Annually | 119.0 per board member |
| Percent New Trustees Completing Orientation | N/A |

District Superintendent's Report

My first year as Superintendent of Calhoun County Schools has been quite rewarding. Our School Board, the community and all associated with the district should be commended for the confidence and support that I have received. The stakeholders' attitude of "children first" is amazing! Our teachers, administrators and staff do an excellent job of ensuring that all students are learning and working to achieve their full potential. After my arrival here, the Superintendent's Cabinet was organized to support the "Teaching and Learning" focus established for the school district.

To keep "Teaching and Learning" at the forefront, six focus goals were established that are critical if the focus is to be realized. They are listed below:

- Intense Focus on Student Achievement
- High Performing and Dedicated Teams
- Safe Learning Environment
- Efficient and Effective Operations
- Sustained Community Engagement
- Proficient Literacy Skills for All Students

Much has been accomplished this year. We have begun blue-printing these focus goals into the landscape of our school district:

Intense Focus on Student Achievement:

- This year, a curriculum committee was formed to ensure that proper emphasis is placed on curriculum and instruction. The committee was trained in classroom "walk-throughs" to observe for best practices while monitoring instruction. The committee had the opportunity to observe each of our classroom teachers for instruction, twice, during the year.

High Performing and Dedicated Teams:

- The district has been organized into a "Cabinet" format headed by the Superintendent. This Cabinet meets weekly to plan and keep track of the activity around the schools and other district departments. Members of the Cabinet are responsible for the various departments in the district and/or school leadership teams. The Cabinet is responsible to ensure that their teams are functioning at high levels and carrying out the "Teaching and Learning" focus, as well as the Vision and Mission of the district.

Safe Learning Environment:

- The safety of our students and personnel is first and foremost. We encourage our staff to be the eyes and ears for the district. We have two security officers that monitor for safety in the schools. This year, we initiated the Raptor System in each school that requires all visitors to sign-in, and at the same time, the system prints their visitor's badge while checking the individual against a national registry. If the system picks up a hit, it will automatically notify the administration and the officer at the school. Again, we must maintain vigilance to promote an environment conducive for learning.

Efficient and Effective Operations:

- The district has adopted a "Cabinet" form of government with a support focus to our schools. We believe that our efforts at the district level must be in support of "Teaching and Learning". We require members of Cabinet to pay "Attention to Detail", as it is critical in giving the ultimate support and maintaining an Efficient and Effective Operation of the entire school district.

Sustained Community Engagement:

- We believe excellent school districts have excellent community support. It is imperative that the district work to gain the support needed as we continue to improve. We must effectively communicate our expectations to our stakeholders if they are to assist in the achievement of our academic goals. We have recently organized our "Key Communicators". This group of community representatives was formed with individuals from each area of the community. They will meet periodically with the Superintendent and members from Cabinet to keep abreast of the activities in the district and report back to their respective communities.

Proficient Literacy Skills for All students:

- If our students are to achieve at the levels we expect, they must be proficient in their literacy skills. We have set a lofty district goal of having all students reading by the end of first grade. We must continue to put our emphasis on literacy and support the efforts of those teachers and students in the early grades. This year we organized our first annual Literacy Day. We brought in a local artist with children's books and members from the community to read to all our K-2 students. As we increased our literacy as we kicked off our focus on literacy across the district.

N/A - Not Applicable N/AV - Not Available N/C - Not Collected N/R - Not Reported I/S - Insufficient Sample

We will continue to strengthen our focus goals as we collaborate with the community. Please familiarize yourselves with this Report Card. We ask that you continue your support for our students and teachers.

No Child Left Behind

District Adequate Yearly Progress

No

This district met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Calhoun School District consists of 3 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Abbreviations for Missing Data

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| PASS Performance By Group | | | | | | | | | |
|--|-------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------|---------------------------|-----------------------------|
| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | District % Met or Exemplary* | State % Met or Exemplary | Performance Objective Met | Participation Objective Met |
| English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary) | | | | | | | | | |
| All Students | 780 | 98.7 | 26.2 | 38.4 | 35.4 | 84.2 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 377 | 98.7 | 31.3 | 36.3 | 32.4 | 80.3 | 78.7 | N/A | N/A |
| Female | 403 | 98.8 | 21.4 | 40.4 | 38.3 | 87.9 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 235 | 97.9 | 16.7 | 34.4 | 48.8 | 90.7 | 88.9 | Yes | Yes |
| African American | 514 | 99.2 | 31.1 | 40.2 | 28.7 | 80.7 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 93 | I/S | I/S |
| Hispanic | 29 | 100 | 11.5 | 34.6 | 53.8 | 96.2 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | 83 | I/S | I/S |
| Disability Status | | | | | | | | | |
| Disabled | 106 | 98.1 | 56.9 | 31.4 | 11.8 | 51 | 48.1 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | 68.9 | N/A | N/A |
| Limited English Proficient | | | | | | | | | |
| Limited English | 21 | 95.2 | 15 | 35 | 50 | 95 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 640 | 99.2 | 27.6 | 39.7 | 32.6 | 82.6 | 75.4 | Yes | Yes |
| Mathematics - State Performance Objective = 79.0% (Met or Exemplary) | | | | | | | | | |
| All Students | 780 | 98.7 | 27.5 | 46.7 | 25.7 | 82.6 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 377 | 98.7 | 34.4 | 38 | 27.6 | 76.9 | 79.9 | N/A | N/A |
| Female | 403 | 98.8 | 21.1 | 54.9 | 24 | 87.9 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 235 | 97.9 | 17.2 | 46 | 36.7 | 90.2 | 88.9 | Yes | Yes |
| African American | 514 | 99.2 | 32.5 | 47.4 | 20.1 | 78.7 | 71.4 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 94.6 | I/S | I/S |
| Hispanic | 29 | 100 | 19.2 | 42.3 | 38.5 | 92.3 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | |
| Disabled | 106 | 98.1 | 64.7 | 26.5 | 8.8 | 48 | 47.3 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | 77.6 | N/A | N/A |
| Limited English Proficient | | | | | | | | | |
| Limited English | 21 | 95.2 | 15 | 45 | 40 | 95 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 640 | 99.2 | 29.4 | 46.8 | 23.7 | 81.1 | 74.9 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|-----------------------------------|----------------------------------|----------|-----------|-------|-------------|--------------------------------|-----------------------------|
| Science | | | | | | | |
| All Students | 510 | 99.4 | 35.3 | 51 | 13.7 | 64.7 | 68.6 |
| Gender | | | | | | | |
| Male | 243 | 100 | 34.6 | 49.8 | 15.6 | 65.4 | 68.3 |
| Female | 267 | 98.9 | 35.9 | 52.2 | 12 | 64.1 | 68.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 152 | 99.3 | 21.3 | 57.4 | 21.3 | 78.7 | 80.7 |
| African American | 342 | 99.4 | 41.9 | 48 | 10.1 | 58.1 | 51.4 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | 85.3 |
| Hispanic | 16 | 100 | 21.4 | 57.1 | 21.4 | 78.6 | 61.6 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | 70.8 |
| Disability Status | | | | | | | |
| Disabled | 73 | 100 | 67.6 | 25.4 | 7 | 32.4 | 35.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | 42.9 |
| Limited English Proficient | | | | | | | |
| Limited English | 13 | 100 | 25 | 58.3 | 16.7 | 75 | 60.7 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 419 | 99.8 | 38.2 | 51.5 | 10.3 | 61.8 | 57.3 |

Social Studies

| | | | | | | | |
|-----------------------------------|-----|------|------|------|------|------|------|
| All Students | 515 | 98.8 | 32.3 | 47 | 20.7 | 67.7 | 72.5 |
| Gender | | | | | | | |
| Male | 247 | 99.2 | 34.2 | 40.7 | 25.1 | 65.8 | 72 |
| Female | 268 | 98.5 | 30.6 | 52.8 | 16.7 | 69.4 | 73.1 |
| Racial/Ethnic Group | | | | | | | |
| White | 156 | 98.7 | 27.5 | 43 | 29.6 | 72.5 | 81 |
| African American | 338 | 98.8 | 35.4 | 48.8 | 15.8 | 64.6 | 60 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 89 |
| Hispanic | 20 | 100 | 16.7 | 44.4 | 38.9 | 83.3 | 69.6 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | 73.5 |
| Disability Status | | | | | | | |
| Disabled | 66 | 97 | 55.6 | 39.7 | 4.8 | 44.4 | 40.5 |
| Migrant Status | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | 53.8 |
| Limited English Proficient | | | | | | | |
| Limited English | 13 | 100 | 14.3 | 42.9 | 42.9 | 85.7 | 69.7 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 421 | 99.1 | 32.3 | 48.6 | 19 | 67.7 | 62.9 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | District % Met or Exemplary | State % Met or Exemplary | District Attendance Rate | State Attendance Rate |
|-----------------------------------|----------------------------------|----------|-----------|-------|-------------|--------------------------------|-----------------------------|-----------------------------|--------------------------|
| Writing | | | | | | | | | |
| All Students | 268 | 97.8 | 29.2 | 45.6 | 25.2 | 70.8 | 73.2 | 96.1 | 96.1 |
| Gender | | | | | | | | | |
| Male | 139 | 97.1 | 40.8 | 42.3 | 16.9 | 59.2 | 67.2 | 95.9 | 96.1 |
| Female | 129 | 98.5 | 16.7 | 49.2 | 34.2 | 83.3 | 79.4 | 96.2 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | |
| White | 71 | 98.6 | 26.2 | 40 | 33.8 | 73.8 | 81.5 | 94.8 | 95.9 |
| African American | 184 | 97.3 | 31.2 | 48 | 20.8 | 68.8 | 61.3 | 96.6 | 96.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 87 | 95.2 | 97.2 |
| Hispanic | 12 | 100 | 18.2 | 36.4 | 45.5 | 81.8 | 66.7 | 97.5 | 96.5 |
| American Indian/Alaskan | N/A | N/AV | I/S | I/S | I/S | I/S | 72.2 | 92.1 | 95.1 |
| Disability Status | | | | | | | | | |
| Disabled | 26 | 80.8 | 90.5 | 9.5 | 0 | 9.5 | 26 | 95.1 | 95.2 |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/AV | I/S | I/S | I/S | I/S | 40.5 | 96.7 | 96.8 |
| Limited English Proficient | | | | | | | | | |
| Limited English | 7 | I/S | I/S | I/S | I/S | I/S | 65.7 | 97.4 | 96.9 |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 231 | 97.4 | 30.8 | 46.6 | 22.6 | 69.2 | 63.2 | 96.1 | 95.7 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 126 | 98.4 | 22.3 | 28.1 | 49.6 | 77.7 |
| | 4 | 135 | 99.3 | 23.3 | 51.9 | 24.8 | 76.7 |
| | 5 | 120 | 99.2 | 23 | 47.8 | 29.2 | 77 |
| | 6 | 122 | 96.7 | 25.6 | 45.3 | 29.1 | 74.4 |
| | 7 | 136 | 99.3 | 38.9 | 35.9 | 25.2 | 61.1 |
| | 8 | 116 | 99.1 | 39.5 | 40.4 | 20.2 | 60.5 |
| 2011 | 3 | 126 | 99.2 | 17.4 | 25.6 | 57 | 82.6 |
| | 4 | 122 | 99.2 | 30.8 | 33.3 | 35.9 | 69.2 |
| | 5 | 140 | 98.6 | 19.8 | 48.9 | 31.3 | 80.2 |
| | 6 | 130 | 100 | 28.8 | 40 | 31.2 | 71.2 |
| | 7 | 130 | 98.5 | 27.4 | 36.8 | 35.9 | 72.6 |
| | 8 | 132 | 97 | 33.3 | 44.7 | 22 | 66.7 |
| Mathematics | | | | | | | |
| 2010 | 3 | 126 | 98.4 | 25.6 | 39.7 | 34.7 | 74.4 |
| | 4 | 135 | 99.3 | 21.7 | 58.9 | 19.4 | 78.3 |
| | 5 | 120 | 99.2 | 23 | 58.4 | 18.6 | 77 |
| | 6 | 122 | 96.7 | 22.2 | 47 | 30.8 | 77.8 |
| | 7 | 136 | 99.3 | 32.8 | 47.3 | 19.8 | 67.2 |
| | 8 | 116 | 99.1 | 29.8 | 50.9 | 19.3 | 70.2 |
| 2011 | 3 | 126 | 99.2 | 31.4 | 31.4 | 37.2 | 68.6 |
| | 4 | 122 | 99.2 | 25.6 | 44.4 | 29.9 | 74.4 |
| | 5 | 140 | 98.6 | 29 | 52.7 | 18.3 | 71 |
| | 6 | 130 | 100 | 24.8 | 57.6 | 17.6 | 75.2 |
| | 7 | 130 | 98.5 | 33.3 | 35.9 | 30.8 | 66.7 |
| | 8 | 132 | 97 | 21.1 | 56.9 | 22 | 78.9 |
| Science | | | | | | | |
| 2010 | 3 | 61 | 96.7 | 46.6 | 29.3 | 24.1 | 53.4 |
| | 4 | 134 | 100 | 31 | 61.2 | 7.8 | 69 |
| | 5 | 58 | 98.3 | 35.8 | 54.7 | 9.4 | 64.2 |
| | 6 | 62 | 98.4 | 26.2 | 62.3 | 11.5 | 73.8 |
| | 7 | 135 | 100 | 35.1 | 50.4 | 14.5 | 64.9 |
| | 8 | 60 | 98.3 | 32.8 | 53.4 | 13.8 | 67.2 |
| 2011 | 3 | 62 | 100 | 45.9 | 36.1 | 18 | 54.1 |
| | 4 | 122 | 99.2 | 37.6 | 53.8 | 8.5 | 62.4 |
| | 5 | 68 | 100 | 42.9 | 42.9 | 14.3 | 57.1 |
| | 6 | 66 | 100 | 31.3 | 57.8 | 10.9 | 68.8 |
| | 7 | 129 | 98.5 | 21.6 | 60.3 | 18.1 | 78.4 |
| | 8 | 63 | 100 | 42.6 | 44.3 | 13.1 | 57.4 |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 63 | 98.4 | 21.7 | 58.3 | 20 | 78.3 |
| | 4 | 134 | 100 | 27.9 | 58.1 | 14 | 72.1 |
| | 5 | 61 | 98.4 | 43.1 | 39.7 | 17.2 | 56.9 |
| | 6 | 59 | 100 | 15.3 | 55.9 | 28.8 | 84.7 |
| | 7 | 134 | 100 | 50 | 39.2 | 10.8 | 50 |
| | 8 | 55 | 100 | 38.2 | 40 | 21.8 | 61.8 |
| 2011 | 3 | 64 | 100 | 16.4 | 39.3 | 44.3 | 83.6 |
| | 4 | 122 | 99.2 | 34.2 | 50.4 | 15.4 | 65.8 |
| | 5 | 70 | 100 | 33.8 | 42.6 | 23.5 | 66.2 |
| | 6 | 64 | 98.4 | 23.3 | 60 | 16.7 | 76.7 |
| | 7 | 129 | 97.7 | 44.3 | 40.9 | 14.8 | 55.7 |
| | 8 | 66 | 98.5 | 29 | 51.6 | 19.4 | 71 |
| Writing | | | | | | | |
| 2010 | 3 | 125 | 97.6 | 21 | 37.8 | 41.2 | 79 |
| | 4 | 135 | 97.8 | 27.3 | 44.5 | 28.1 | 72.7 |
| | 5 | 120 | 97.5 | 25 | 41.1 | 33.9 | 75 |
| | 6 | 122 | 94.3 | 14 | 43 | 43 | 86 |
| | 7 | 134 | 98.5 | 24.8 | 51.2 | 24 | 75.2 |
| | 8 | 116 | 97.4 | 20.5 | 61.6 | 17.9 | 79.5 |
| 2011 | 3 | N/A | N/AV | I/S | I/S | I/S | I/S |
| | 4 | N/A | N/AV | I/S | I/S | I/S | I/S |
| | 5 | 139 | 97.1 | 22.7 | 40.6 | 36.7 | 77.3 |
| | 6 | N/A | N/AV | I/S | I/S | I/S | I/S |
| | 7 | N/A | N/AV | I/S | I/S | I/S | I/S |
| | 8 | 129 | 98.5 | 36.1 | 50.8 | 13.1 | 63.9 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | District % Proficient or Advanced* | State % Proficient or Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | |
|-------------------------|----|------|------|------|------|------|------|------|-----|-----|
| All Students | 95 | 96.8 | 8.1 | 29.1 | 37.2 | 25.6 | 67.4 | 68.0 | No | Yes |
| Male | 56 | 96.4 | 9.8 | 27.5 | 37.3 | 25.5 | 64.7 | 63.1 | N/A | N/A |
| Female | 39 | 97.4 | 5.7 | 31.4 | 37.1 | 25.7 | 71.4 | 73.1 | N/A | N/A |
| White | 13 | 92.3 | N/A | N/A | N/A | N/A | N/A | 79.4 | I/S | I/S |
| African American | 78 | 97.4 | 9.6 | 31.5 | 34.2 | 24.7 | 64.4 | 51.7 | No | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 83.2 | I/S | I/S |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 62.8 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 66.4 | I/S | I/S |
| Disabled | 13 | 92.3 | 40.0 | 40.0 | 20.0 | N/A | 20.0 | 74.0 | I/S | I/S |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | N/A | N/A |
| Limited English | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 45.1 | I/S | I/S |
| Subsidized meals | 83 | 97.6 | 6.5 | 31.2 | 36.4 | 26.0 | 67.5 | 54.7 | No | Yes |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | |
|-------------------------|----|------|------|------|------|------|------|------|-----|-----|
| All Students | 95 | 96.8 | 17.4 | 39.5 | 25.6 | 17.4 | 54.7 | 62.3 | No | Yes |
| Male | 56 | 96.4 | 19.6 | 37.3 | 25.5 | 17.6 | 52.9 | 61.4 | N/A | N/A |
| Female | 39 | 97.4 | 14.3 | 42.9 | 25.7 | 17.1 | 57.1 | 63.2 | N/A | N/A |
| White | 13 | 92.3 | N/A | N/A | N/A | N/A | N/A | 75.3 | I/S | I/S |
| African American | 78 | 97.4 | 19.2 | 41.1 | 26.0 | 13.7 | 53.4 | 42.9 | No | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 84.3 | I/S | I/S |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 59.4 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 64.1 | I/S | I/S |
| Disabled | 13 | 92.3 | 40.0 | 60.0 | N/A | N/A | N/A | 67.7 | I/S | I/S |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | N/A | N/A |
| Limited English | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 47.1 | I/S | I/S |
| Subsidized meals | 83 | 97.6 | 18.2 | 39.0 | 26.0 | 16.9 | 53.2 | 48.5 | No | Yes |

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

| | | | | | | | | | | |
|-------------------------|----|------|------|------|------|------|-----|-----|-----|-----|
| All Students | 96 | 93.8 | 68.9 | 20.0 | 4.4 | 6.7 | N/A | N/A | N/A | N/A |
| Male | 57 | 94.7 | 63.0 | 29.6 | 1.9 | 5.6 | N/A | N/A | N/A | N/A |
| Female | 39 | 92.3 | 77.8 | 5.6 | 8.3 | 8.3 | N/A | N/A | N/A | N/A |
| White | 13 | 84.6 | 54.5 | 27.3 | N/A | 18.2 | N/A | N/A | N/A | N/A |
| African American | 79 | 94.9 | 72.0 | 18.7 | 4.0 | 5.3 | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 0 | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 0 | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 13 | 76.9 | N/AV | N/AV | N/AV | N/AV | N/A | N/A | N/A | N/A |
| Migrant | 0 | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Limited English | 3 | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Subsidized meals | 84 | 96.4 | 72.8 | 17.3 | 3.7 | 6.2 | N/A | N/A | N/A | N/A |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

| | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | District % Proficient or Advanced* | State % Proficient or Advanced* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|------------------------------------|---------------------------------|
| English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced) | | | | | | | | | |
| All Students | 2010 | 124 | 97.6 | 14.7 | 38.8 | 25.0 | 21.6 | 60.3 | 65.9 |
| | 2011 | 95 | 96.8 | 8.1 | 29.1 | 37.2 | 25.6 | 67.4 | 68.0 |

| | | | | | | | | | |
|--|------|-----|------|------|------|------|------|------|------|
| Mathematics - State Performance Objective = 70.0% (Proficient or Advanced) | | | | | | | | | |
| All Students | 2010 | 124 | 96.8 | 21.7 | 27.0 | 25.2 | 26.1 | 60.0 | 62.3 |
| | 2011 | 95 | 96.8 | 17.4 | 39.5 | 25.6 | 17.4 | 54.7 | 62.3 |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 4.4% |

| | Our District | State Objective | Met State Objective |
|---|--------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate, grades K-8 | 96.8% | 94.0%** | Yes |

* Adjusted to account for natural variation in performance.

** Or greater than last year